12-2018

The Power of Intentional Planning

Brittany Busch
Northwestern College - Orange City

The Power of Intentional Planning

Brittany Busch

Northwestern College

An Action Research Project Presented

in Partial Fulfillment of the Requirements

For the Degree of Master of Education

December 2018

Dr. Sara Waring-Tiedeman

Table of Contents

Abstract

The purpose of this action research is to give teachers meaning and action to the word intentional. Interventions were used to support early childhood educators in improving the intentionality of their lesson planning and instruction. The interventions included a systematic planning tool, a resource binder, and a model through professional development. Qualitative and quantitative data was collected through an electronic survey of teachers both before and after the intervention. Quantitative data was collected through a rubric rating lesson plans on specific characteristics before, during, and after the intervention. Analysis of the data collected revealed when intentionality is well-defined and trained, teachers made considerable improvement in their comfortability and quality of lesson planning.

Keywords: intentional, lesson planning, early childhood

The Power of Intentional Planning

Intentionality has become an essential skill for teachers in the early childhood classroom. While early childhood clings to the evidence that children learn through play with others, pressure for rigor and academic content is rapidly approaching the early childhood world. Early childhood leaders and educators are finding themselves torn between implementing evidence-based practices and succumbing to the academic pressure. However, can early childhood have both play and rigor? In this question lies the solution: the power of the intentional teacher.

The solution of the intentional teacher is not a new solution, but rather a very common one. The majority of research-based articles, books, and curriculums share the demand for intentionality in the early childhood classroom. Behavior, social skills, specially designed instruction, and literacy are just a few of the topics that research states can be resolved through intentional teaching. The problem is not in knowing intentionality improves student learning, but rather the problem lies in the ambiguity of the word intentional. Teachers know the importance of being intentional, but confusion surrounds them in knowing exactly what intentional looks like in action.

The focus of this research is to determine a system to improve intentionality. In creating a system, research asks that educators keep a couple things in mind. First, research emphasizes the importance of using developmentally appropriate practices. Teachers need these practices at their fingertips when intentionally planning ideal instruction in the early childhood classroom. Second, teachers need to improve characteristics that define intentionality: time management, quality of lesson plans, data analysis, and teacher reflection. The word intententionality is valued and frequently used, but defining it and putting it into action is a much more difficult task.

Review of the Literature

Society has recognized that early childhood education is a gem, a treasure of time for us to introduce young children to our world and build the foundational skills for lifelong success (NAEYC, 2004). Recognizing the value of this time and the opportunities within it, educators and policy-makers are improving the quality of early childhood practices across the country. A 21st century early childhood educator has been given the task to weave together a classroom founded on secure and trusting relationships that empower children to explore their world through collaboration with others in authentic learning environments (Ramey, 2016). As educators develop this ideal early childhood classroom, teacher knowledge of developmentally appropriate practices and the intentional implementation of those practices are key.

Developmentally Appropriate Practice

The task of successfully developing and sustaining a 21st century early childhood classroom is imperative, but challenging. Teachers need to know and understand the common practices that create ideal learning for children, also known as developmentally appropriate practice. Research shows that the best education for young learners takes place in a structured environment where safety and security is built through caring relationships with both adults and peers (Stuber, 2007). The best learning for young children is also happening when they are actively engaged with materials and communicating with their peers in real-life experiences. Then teachers individualize and scaffold student learning within the authentic experiences (Stuber, 2007).

Environment. Even before students arrive in the classroom, teaching begins with the environment. The classroom environment educates both the families and children who enter it (Biermeier, 2015). NAEYC charges early childhood teachers to “create an intellectually

engaging and responsive environment to promote each child's learning and development" (Stuber, 2007, p. 2). To create an intellectually engaging and responsive environment centered on each individual child is to develop a classroom focused on play (Trister-Dodge, Heroman, Colker, & Bickart, 2010). The structure of play in early childhood is primarily in the form of centers or interest areas, which are the defining areas of the classroom. Dramatic play is a center for role-playing and perspective taking through real-life scenarios. Blocks is a center for critical thinking and problem solving through the manipulation of materials. Art is a center for expressing yourself and experimenting with creativity. Discovery is a center for exploration of materials found in the world and using inquiry to discover new concepts about them. Centers are purposefully organized and prepared to invite students to explore, inquire, and connect (NAEYC, 2018).

Along with thoughtful time and energy devoted to center setup, environments also need to send child-centered messages values to both the children and the adults who enter the classroom (Biermeier, 2015). To develop a sense of belonging and community, displays include family pictures and items that represent families. Spaces of ownership to the child should be established and labeled. Visuals of routines and labels for shelves and materials supports child independence. (Biermeier, 2015). Invitations to take risks, be creative, and express individuality should be displayed (Biermeier, 2015). Teachers also need to be mindful that the environment reflects individual preferences and adjusts to accommodate and modify for student needs (Burke-Burke, 2004). Loris Malaguzzi (2015) stated, "What children learn does not follow as an automatic result from what is taught, rather, it is in large part due to the children's own doing, as a consequence of their activities and our resources;" therefore, planning for the environment can be as impactful, if not more so, as writing lesson plans (p. 1).

Structure. Another component that can set early childhood classrooms up for success is developing the daily structure of the classroom. Early childhood schedules and structures need to make active engagement of children a priority. Active engagement includes children participating with challenging and engaging materials, as well as interacting with both peers and adults (NAEYC, 2018). When determining the structure of a classroom, teachers need to consider three main factors and find a healthy balance of these factors in their daily structure (PBIS, 2018). The three contributing factors that can determine the success of structure in an early childhood classroom are directedness, setting, and engagement.

The first factor is finding a balance between child-directed and teacher-directed experiences (Stuber, 2007). Both are important, but alternate within the schedule. Teachers needs to evaluate if children are free to make choices and complete their own, planned tasks or if teachers are leading the majority of experiences happening in the classroom. The second factor is the setting that each activity takes place. Large group, small group, and individual are the typical settings chosen in an early childhood classroom. Like all factors in the schedule, balance is key. A healthy, successful schedule has alternating large group and small group/individualized settings (PBIS, 2018). When observing structures that are optimal for student learning, NAEYC warns against early childhood classrooms that spend most of the time in large group. The last contributing factor that teachers need to take into consideration is the type of engagement provided to their students throughout the day. Passive or active engagement are the two main types of engagement students participate in throughout the day. Passive means students are using their eyes and ears to engage, while active means that students are not only using their eyes and ears, but also their hands and mouths to engage. Active engagement means students are talking and expressing themselves with their bodies (PBIS, 2018).

Relationships. Once students enter the classroom, relationships need to be established. A teacher's warm and kind demeanor matters, as children learn best when they feel supported and cared for in their environment (NAEYC, 2018). The child needs to be known and valued; they need to feel they belong (Biermeier, 2015). Early childhood educators show value to their students by getting down to the child's level, looking them in the eye, and being present in the interaction. Each of these interactions are intentional and purposeful (Stuber, 2007). The first priority of early childhood teachers should be getting to know each child (NAEYC, 2018). Then the teacher can intentionally plan for the necessary supports and strategies for the development of each child. When children feel valued, feel a sense of belonging, and feel known, they have the ideal environment for learning (Stuber, 2007).

Family Involvement. Along with prioritizing relationships with students, teachers need to build strong relationships with their students' families. Similar to building student relationships, the foundation for family relationships is built the moment they meet. Teachers need to be open and welcoming to each family (NAEYC, 2018). The Creative Curriculum also gives some helpful suggestions for "bridging" the partnership between school and home: get to know families, make families feel welcome, communicate with families, involve families in the program, and respond to challenging situations with empathy and care (Trister-Dodge et al., 2010). When teachers understand families- their culture, their structure, their interactions, their livelihood, their beliefs- teachers' better understand both the needs of the family and the child. The impact is greater when we can build relationships with both the child and the family.

Content. Often first prioritized in teacher's minds, content needs to follow the developed and established environment, structure, and relationships. The content in a preschool classroom involves educating the whole child. When beginning a school year in early childhood

education, the main priority for educating children is focus on the areas of development: social-emotional development, physical development, language development, and cognitive (or process skills) development. Teaching and supporting children through the areas of development build a strong foundation for their ability to learn concepts within the content areas. Literacy, math, science, technology, social studies, and art are the main content areas that children learn in the early childhood classroom (Trister-Dodge et al., 2010). For supporting children in both the learning of development and content, common methods are a framework to success for all students, no matter the specific curriculum utilized.

Active learning. Early childhood curriculums assist children to build connections on their previous experiences to form and strengthen their new learnings (Stuber, 2007). Active learning is a key factor in providing opportunities for connections to happen for students. Teachers create active learning opportunities by providing materials that are both meaningful to the child's current experiences, but also ignite a child's curiosity (NAEYC, 2018). Because each child has different experiences and understanding, the more teachers need to differentiate and individualize. Teachers need to provide open-ended materials that activate engagement. After children are actively engaged, teachers can interact with each child and scaffold their learning at the child's zone of proximal development. This zone is where the power of learning happens.

Intentional. Almost as important as the meaningful experiences and materials is the amount of thought and intentionality that goes into each component of the curriculum. An example of intentionality in the preschool classroom is through the planning of materials, called a provocation. When placing materials in the classroom, teachers need to provoke the interest and curiosity of their students (NAEYC, 2018). Students' interest is peaked, and the teacher intentionally enters their experience to begin teaching the processes of discovery and learning

(Biermeier, 2015). The questions asked, the skills modeled, the objectives taught, and the resources referenced all need to be part of the teacher's planning.

The intentional plan for teaching materials is just the beginning for teachers. An early childhood teacher intentionally plans the learning objectives and strategies within each part of the day: small groups, large groups, transitions, and read alouds. Along with general education curriculum, administrators expect teachers to plan accommodations and modifications. Students with special needs require accommodations and modifications so they have the opportunity to learn. With both the areas of content and bottom tier supports, teachers become overwhelmed (PBIS, 2018). Teachers know the "what" and the "why," but limited solutions to the "how" are available. How do teachers plan with great intentionality for each part of their day? How do they access all the resources needed for intentional planning? How do they manage their time? How do they structure the use of their time? Teachers have big expectations with limited amounts of knowledge and support.

Intentional Planning

Intentional means done on or with purpose and the intention of student learning happens through a teacher's lesson plan. The lesson plan is "the systematic development" of objectives, structure, materials, and any other details that may need to be intentionally done within the lesson (Panasuk, 2005, p. 1). Often, planning a quality lesson is an emphasized skill taught in an undergraduate program, but becomes neglected when teachers enter the field (Sahin-Taskin, 2017). Teachers need to weave their creativity with their understanding of theories and create the ideal experience of learning (Panasuk, 2005). This kind of lesson planning takes time. A lot of time. Because of the amount of time intentional lesson planning takes and the amount of impact,

this planning has on student learning, key practices are essential in supporting teachers to make intentional lesson planning a reality.

Time management and structure. "Time is our most precious commodity and it is definitely a finite resource" (Galan, 2013, p. 1). Time is a treasure to teachers and determines the ability to be effective planners and preparers. Teachers have time called prep, short for preparation. Understanding the importance and treasure of time, school districts have written an allotted amount of time into the teacher contract to support teachers in preparing for their lessons. The struggle for teachers is how to manage this time, which is not always sufficient. Ongoing things to do and concerns are coming into the mind every second of every day. The key to this struggle lies in how to use and manage this time (Galan, 2013). Teachers need to prioritize tasks, write lists of tasks, create timelines, and delegate responsibilities. Just like teachers plan routines and experiences for each part of their day, teachers need to plan for their prep time. Prep time can no longer be an unstructured part of the day if intentional lesson planning needs to improve.

Quality. Once teachers have determined a consistent structure and rhythm for their preparation time, the quality of the lesson plan becomes the emphasis. Research shows that teachers continue to teach to the whole class using traditional methods because of the current lesson plan design (Dunn, 2010). Amongst many resources, common components have been determined in developing a high-quality lesson plan: stated objectives, common structure, teaching methods and accommodations, extension activities or experiences, and assessment.

Stated objectives. Chosen and stated objectives are essential to the lesson plan. When teachers determine the objective of the lesson or experience, teachers focus on the specific skill that students need to learn (Panasuk, 2005). Within play experiences in an early childhood

classroom, there can be many different opportunities for teaching and learning; therefore, all the possibilities overwhelm the teacher. Planning the objective of instruction or purpose for a particular experience, material, or interaction focuses the teacher and leaves them feeling more confident and taking ownership for the learning that happens in their classroom (Sahin-Taskin, 2017).

Common structure. The common structure of the lesson plan is simple: a beginning, a middle, and an end (Dunn, 2010). However, the common structure is flexible in the strategies used within each one. The beginning of the lesson may be activating students' prior knowledge or experience with a concept or skill in a large group setting. The middle of the lesson may be more teacher-directed with the teacher modeling the concepts. The end may be an extension activity at center time that requires more independence. The main idea is that learning is full circle. Learning happens when children make meaningful connections to the content.

Teaching methods and accommodations. Methods, or instructional strategies, are the ways the teaching is going to take place. This component relies on the content knowledge of the teacher. The teacher needs to be aware of developmentally appropriate practice based on educational, developmental, and learning theories of children (Panasuk, 2005). Teachers need to ensure they trigger student curiosity, and they are actively engaged in meaningful experiences (McDonald, 2018). Engagement can look different for all students, but teachers need to ensure many opportunities for active engagement throughout their day. Taking time to plan which method is most meaningful to students may be one of the most effective lesson plan components because students are able to make connections.

With the push for integration of children with disabilities into the general education classroom, differentiation of lessons is essential in the success of all students. Differentiation

may be one of the most difficult and time-consuming portions of lesson planning, but makes the ultimate difference. Each, individual student has unique abilities and preferences. Teachers need to know their learners so they can structure lessons so all can engage and participate (Dunn, 2010). A method of differentiating a lesson is with the use of task analysis. Task analysis is taking the stated objective and breaking down each skill necessary to learn that objective. Teachers can use the task analysis to identify where students may be on the skill continuum and then scaffold them to learn the objective (Panasuk, 2005).

Extensions. To continue the learning of a skill, teachers need to plan an extension of the skill that allows for more practice and independence for their group of students (Dunn, 2010). Extensions can include placing the materials used during instruction into interest areas, a group activity, or homework. Extensions are essential in the learning cycle because students can make further connections for learning. Teachers can use extensions as a formative assessment to determine if students have learned the skill. In an early childhood classroom, instruction with the materials found in centers is critical. Children can make meaningful connections to the skill by then independently playing and practicing those skills during center time (McDonald, 2018).

Assessment. Lesson plans not only need to include objectives, structure, and strategies, but they need to also include designated times for completing assessment. Teachers need to plan times into their day that are a balance of both observation and formative, skill-specific assessment (McDonald, 2018). Along with observation and formative assessment, the intentional planning of deeper-level questions allows teachers to quickly assess student understanding and then scaffold further learning on the spot. Assessment, in all of its forms, is the method that tells teachers whether the lesson plan is working or not.

Data analysis. For lesson plans to become more structured, differentiated, and meaningful, teachers need to create time for regular and effective analysis of student data. Upon completion of assessments, a planned time to look at and analyze the data is critical. From a study done on the qualities of effective teachers, Newton states that the most effective teachers are ones who are constantly tweaking their lesson plans based on formative assessment (Newton, 2018). The most effective form of lesson planning is when the methods, activities, and experiences are not randomly chosen, but chosen based on the standards and the student needs.

Teachers need weekly time to examine student responses to lessons and experiences. Not only should teachers be setting aside time to individually exam data, but to collectively look at data. Analyzing data can be difficult and time consuming so teaching teams need time to work together to identify individual students who may need different methods or supports to learn content (Sun, 2016). Because of the effectiveness of collaborative planning centered around student data, leadership and administration need to set time aside in the week for teams to work together in a safe environment to examine ways to improve student learning.

Reflection. Last, but not least, is teacher reflection. For the quality of intentional lesson planning to improve, teachers need to have the ability to reflect on practices. Reflection means that teachers think about what and how they teach, as well as evaluate their effectiveness as a teacher (Sahin-Taskin, 2017). Research shows that teachers need to know how to develop a lesson plan; but to reflect, they need to know how to break apart a lesson plan so they can determine the effectiveness and success of each component (Panasuk, 1998). Reflection takes time and practice. Teachers need to be able to debrief with other professionals who model problem solving (Magee, 2013). Upon successful reflection, the cycle of lesson planning begins again.

Methods

Intentionality is one of the most desired characteristics in an early childhood educator, yet can be one of the most vague and undefined words. Curriculums, research, and trainings toss the word “intentional” around like confetti. Coaches, administrators, and leaders tell teachers to be intentional in planning, teaching, and reflecting. Yet, teachers struggle to understand the exact meaning and look of this word in everyday practice. Defining intentionality, providing resources, and developing systems are not always given when the word is used as a practice; therefore, the purpose of this research is to help early childhood teachers have systems and understanding through discussion and professional development to clearly define intentionality in their own teaching each and every day.

Participants

Early childhood educators were the target participants for this action research study. After receiving an eight-hour professional development around the topic of intentionality, teachers volunteered for further participation in this action research study. Out of the teachers who attended the all-day professional development (N=26), ten teachers signed up to participate. The study took place in programs within the Sioux City Preschool Initiative, from a range of settings including general education Christian (N=2), Head Start (N=1), and ECSE settings (N=7). All teachers utilize either Creative Curriculum or High Scope in their classrooms and meet the requirements to receive funding from the Sioux City Preschool Initiative. The teachers committed to participate in six weeks of professional development meetings from September to November. Each teacher was required to both complete a survey and submit a lesson plan before and after the professional development trainings for data collection.

The weekly professional development was convenient, yet communal amongst teachers. Teachers had the choice between an in-person training at a coffee shop and a Zoom training in the comfort of their own home. The trainings were 40 minutes, but often went longer, due to the need for conversation. To begin the discussion, teachers shared their own experiences, successes, and challenges around the planning the component, then received specific training to improve their planning practices. Each week for training, the researcher discussed, taught, and modeled a component of the curriculum. The components of the curriculum included centers, small groups, large groups, read alouds, and transitions. The researcher introduced elements that create an intentional lesson plan: objectives, structure, strategies, extensions, and assessment. The training was to increase teacher knowledge of the Creative Curriculum and apply this knowledge in a practical way to improve intentionality within their lesson planning.

Preparation for the Study

Before beginning this particular action research project, the research developed a practical planning system to support teachers with intentionality through proper time management, easy-access to resources, and defined details to structure a lesson plan. Over the last two years, the researcher both created and implemented the planning system. The planning system consisted of three tools that would assist teachers in making intentionality a reality in their practice: the prep planning tool, the resource binder, and the lesson plan structure. After developing these tools, teachers received an eight-hour professional development on the implementation of these tools.

Prep-planning tool. First, the researcher created the prep-planning tool (see Appendix A for the prep planning tool). Each preschool teacher is given a certain amount of prep time each

day, with rest time being the most substantial and uninterrupted piece of time. The tool would structure this time with a piece of the full content that needed to be intentionally planned for the following week, as well as other miscellaneous tasks like answering e-mails, entering IEP and GOLD data, and meeting with team members. Like every other part of the day, rest time needs a planned schedule for management and focus.

Resource binder. The second tool was the resource binder (see Appendix B for a table of contents for the resource binder). In this action research study, Creative Curriculum is the foundation of the early childhood classrooms. The Creative Curriculum is a framework of developmentally appropriate practice, formatted into volumes and resources. The volumes have rich and valuable practices, but can be difficult to access when trying to develop lesson plans within a limited amount of time. The different components of the day found in the binder include centers, small group, large group, read aloud, transitions, as well as space for other important areas like family involvement, data, and individualizations. Within each of the sections are copies of the ideas and practices from the Creative Curriculum volumes to give teachers easy-access to include the most developmentally appropriate practices into their lesson plans.

Over two years, the resource binder has the purpose to create easy-access to the evidence-based practices found within the Creative Curriculum framework, rather than having to pull the five volumes and boxes of resources to plan each week. The Creative Curriculum is a gold mine of research and practices, but can be difficult to find when desiring to efficiently and intentionally plan for the week. The resource binder is a solution to this struggle. The components of the preschool day divides the binder: centers, small groups, large groups, read-alouds, transitions, data information and student grouping, cleaning, as well as space for other components of the day that are important for teachers to organize and plan. Within each of these

tabs is a table of contents with the list of curriculum resources, followed by the actual resources. By eliminating the time and effort to find resources, teachers can then put the time and effort into intentional planning.

Lesson plan structure. Lastly, the literature review showed consistent themes of what details should be evident in lesson plans to improve intentionality. Research showed that the more detail that can be included in a lesson plan, the more likely intentionality within teaching would occur. The five overall structural components included an objective, a beginning/middle/end, a strategy, an extension, and a form of assessment. The teacher needs an objective to determine what each child needs to learn within the lesson. A beginning, middle, and end helps the teacher intentionally activate prior knowledge, build connections, teach the objective, and close the learning cycle. By using a particular strategy, teachers can ensure student engagement and learning. Extensions give students opportunity to build more connections through independent practice and real-life experiences. Lastly, teachers can determine if learning occurred for each student and make instructional decisions for future teaching. During professional development, teachers discussed and watched the five components included in lesson planning.

Professional development. To prepare teachers, an 8-hour professional development provided each teacher with the prep planning tool and the resource binder. The first half of the day focused on the structure of the prep planning tool. Each teacher developed and adjusted the tool to meet their unique circumstances. In the Sioux City Preschool Initiative programs, every teacher has at least one planning period in the day or a large amount of uninterrupted time in the week to get their work completed. Although each teacher has planning time, efficiency is not always used; therefore, the prep planning tool was a solution for managing this time. The prep

tool's format is a table with each day of the week across the top and goal areas for planning on the left side. For this particular training, teachers filled out their goals for entering GOLD data, lesson plans, and IEP data. With this simple tool, teachers can enter their planning period with confidence and focus for using their time effectively during the school day, rather than using their time at home.

The second half of the day was spent training teachers about the resources within the binder. For each component of the curriculum, teachers would receive the handouts, and then given time to browse and discuss the resources. The researcher would then model the planning of each component, using the binder. At the conclusion of the day, teachers were able to sign up to participate further in the action research and receive weekly professional development on the use of the structure to improve intentional planning. Teachers then entered the six-week intervention of more specific and intensive professional development around the intervention of the prep planning tool, the resource binder, and the lesson plan structure.

Data Collection

The collection of data was through surveys and lesson plans. The researcher sent out an electronic survey to the participating teachers both before and after the study. Teachers were asked to personally rate themselves on eleven questions about their feelings and experiences with intentional planning, their use of the prep planning tool, and their use and knowledge of the resource binder. The survey asked questions on the topics of comfort and confidence with planning each of the curriculum components, frequency of using curriculum resources and data to plan, and duration of time spent on lesson planning.

The survey provides the action research project with both quantitative and qualitative data. Each teacher's personal rating for each question represented the quantitative data. The rating scale is a range from 1-10. The researcher compared the data from the beginning to the end of the six-week professional development trainings. Qualitative data is the teacher's personal opinion of their lesson plan experience and provides information around the general feelings of the teachers involved in the professional development. The after survey consisted of the original eleven questions, and two extra questions based on feedback for the training and ongoing challenges for improving intentional planning.

They were also asked to submit a before and after lesson plan. The researcher scored the lesson plans, using a rubric for each lesson plan component and the elements included. The rubric scores each component of the lesson plan based on the inclusion of developmentally appropriate practices from the resource binder and the structure components included in the plan. The lesson plans and rubrics provide quantitative data to compare the before-the-training lesson plan to the after-training lesson plan. The comparison of lesson plans will show the effectiveness of the intervention in creating more intentional-planned lesson plans.

Findings

Survey Data Analysis

The researcher measured the first set of data through a survey (see Appendix C) asking the participating teachers to rate themselves on different components of intentionality, using a rating scale of 1-10. The survey questions were sent to teachers both before the training (B) and after the training (A). Participating teachers answered a question about their overall

comfortability with lesson planning to determine if an increase in comfortability occurred after professional development around intentional planning.

Table 1

Comfortability with Lesson Planning

Teachers	Before Training (B)	After Training (A)
Teacher A	6	7
Teacher B	8	8
Teacher C	4	7
Teacher D	8	8
Teacher E	4	8
Teacher F	6	8
Teacher G	2	7
Teacher H	6	8
Teacher I	5	7
Teacher J	3	8

Participating teachers were then asked to rate themselves on their use of curriculum resources. Using the resources provided by the curriculum means that teachers are intentionally using evidence-based strategies to support students in their learning. Through professional development, teachers received easy-to-access resources and were exposed to more evidence-based practices to use in their lesson planning.

Table 2

Utilization of Curriculum Resources

Teachers	Before Training (B)	After Training (A)
Teacher A	7	7
Teacher B	9	9
Teacher C	7	7
Teacher D	10	9
Teacher E	9	10
Teacher F	5	8
Teacher G	2	8
Teacher H	8	9
Teacher I	5	8
Teacher J	3	10

After asking about overall comfortability and utilization of curriculum resources, the survey went into more detail teacher comfortability of planning for the specific components of the preschool day: small group, centers, large group, read alouds, and transitions. Each week of the professional development focused on one of these lesson plan components. Professional development provided time to examine the resources, discuss planning for the components, and observe a model of planning the specific component using the resource binder.

Table 3

Comfortability in Planning Lesson Plan Components

Teachers	Small Group (B, A)	Centers (B, A)	Large Group (B, A)	Read Aloud (B, A)	Transitions (B,A)

Teacher A	7, 7	6, 4	7, 7	7, 8	5, 5
Teacher B	8, 8	8, 7	8, 9	8, 9	8, 9
Teacher C	4, 6	5, 9	9, 8	5, 9	5, 5
Teacher D	7, 8	6, 8	7, 9	6, 7	4, 7
Teacher E	5, 7	3, 9	5, 7	7, 6	4, 10
Teacher F	6, 8	5, 7	6, 8	7, 9	7, 8
Teacher G	3, 9	3, 9	3, 9	2, 9	3, 9
Teacher H	6, 9	6, 9	5, 10	7, 6	6, 8
Teacher I	5, 6	5, 7	5, 8	5, 7	5, 7
Teacher J	6, 9	4, 8	5, 8	5, 10	4, 8

The last question asked to teachers was to reflect on their effectiveness of using their planning time. Consistent referencing and training to the prep tool occurred during the six-week professional development; therefore, teachers had the opportunity to improve their effectiveness of planning time.

Table 4

Effective Use of Planning Time

Teachers	Before Training (B)	After Training (A)
Teacher A	4	4
Teacher B	6	5
Teacher C	5	6
Teacher D	4	8
Teacher E	4	4
Teacher F	5	9

Teacher G	3	7
Teacher H	5	7
Teacher I	5	7
Teacher J	2	8

Lesson Plan Data Analysis

After collecting teachers' opinions and feelings on the topics surrounding intentionality, the researcher chose to collect a second set of data that measured the impact of the six-week professional development on the quality of lesson plans. Based on the weekly professional development, the researcher designed a rubric (see Appendix D) to score two lesson plans for each teacher- one before the six-week professional development and after the six-week professional development. The rubric assessed ten areas: the use of curriculum resources and lesson plan structure in small groups, centers, large groups, transitions, and read alouds. The researcher gave a rating between no evidence (0) to beyond proficient (4) for each area. The researcher gave a rating based on the evidence of curriculum resources and the detail in the lesson plans, represented by the five structure components. A figure represents each component's data. The vertical axis represents the rubric rating given to each teacher. The horizontal axis is each teacher. The researcher assessed a lesson plan on two areas: using resources and including detail through structure. Blue indicates the resources and structure included in the lesson plans before the professional development. Red indicates the resources and structure included in the lesson plans after the professional development.

The first area assessed was the planning of small groups. In using curriculum resources, the researcher introduced teachers to a variety of developmentally appropriate practices used to

plan small groups. To score proficient (2), teachers needed to have evidence of 1-3 curriculum resources represented in their lesson plan. To score proficient (2) in the structure of the lesson plan, the objective and one other component needed to be evident. Figure 1 represents the data results.

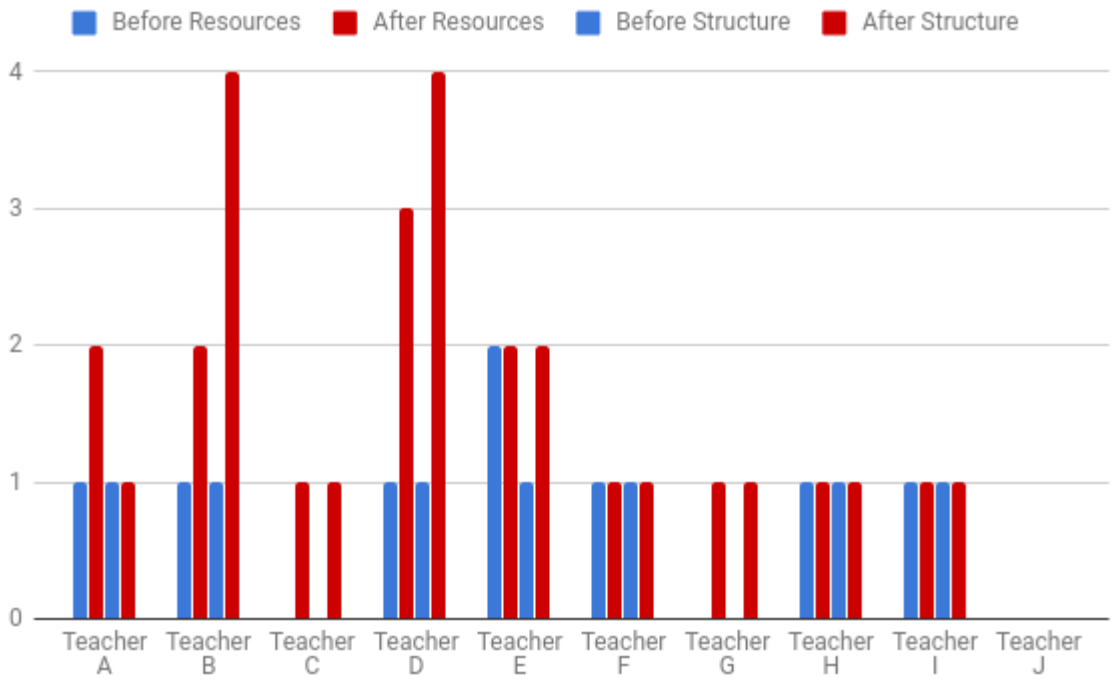

Figure 1. Intentionally planning small group

The second area assessed was the planning of centers. In using curriculum resources, the researcher introduced teachers to a variety of developmentally appropriate practices used to plan centers. To score proficient (2), teachers needed to have evidence of one planned center represented in their lesson plan. To score proficient (2) in the structure of the lesson plan, the

objective and one other component needed to be evident within centers. Figure 2 represents the data results.

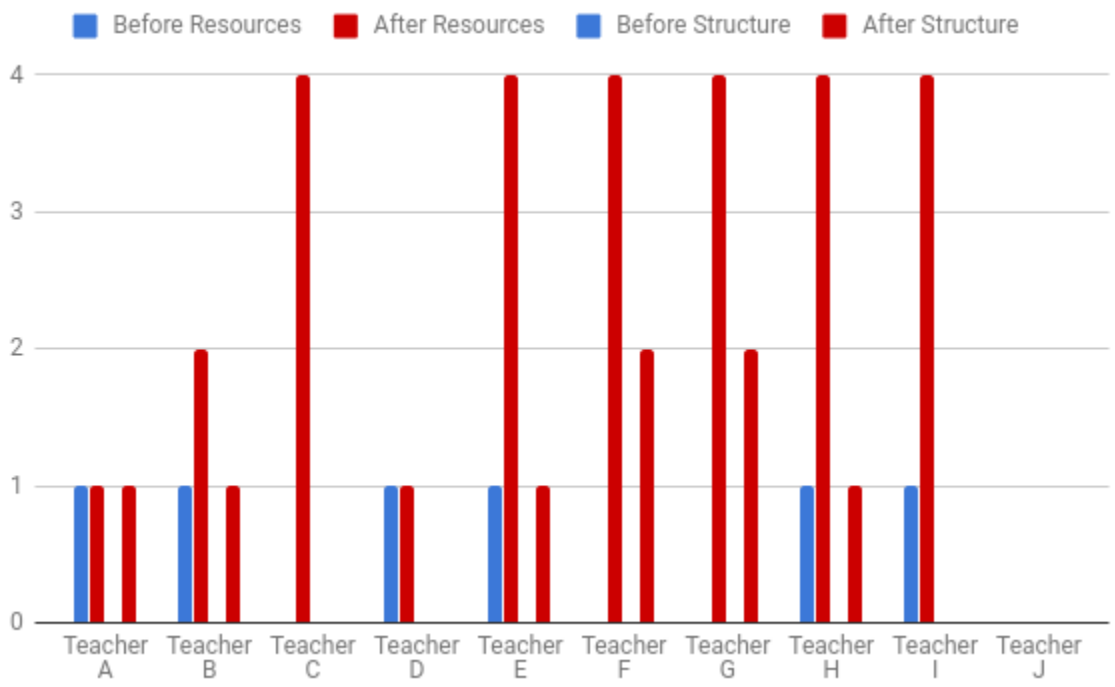

Figure 2. Intentionally planning centers

The third area assessed was the planning of large groups. In using curriculum resources, the researcher introduced teachers to a variety of developmentally appropriate practices used to plan large groups. To score proficient (2), teachers needed to have evidence of 1-3 curriculum resources represented in their lesson plan. To score proficient (2) in the structure of the lesson plan, the objective and one other component needed to be evident within a large group setting. Figure 3 represents the data results.

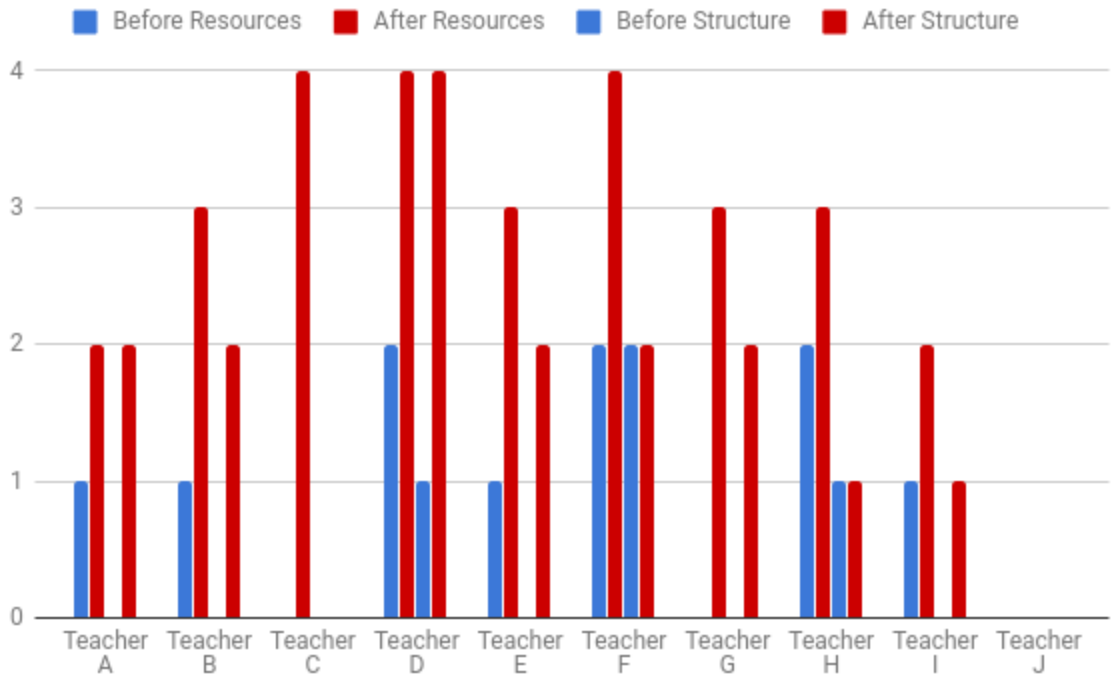

Figure 3. Intentionally planning large groups

The fourth area assessed was the planning of transitions. In using curriculum resources, the researcher introduced teachers to a variety of developmentally appropriate practices used to plan transitions. To score proficient (2), teachers needed to have evidence of 1-3 curriculum resources represented in their lesson plan. To score proficient (2) in the structure of the lesson plan, an objective for the transition needed to be stated. Figure 4 represents the data results.

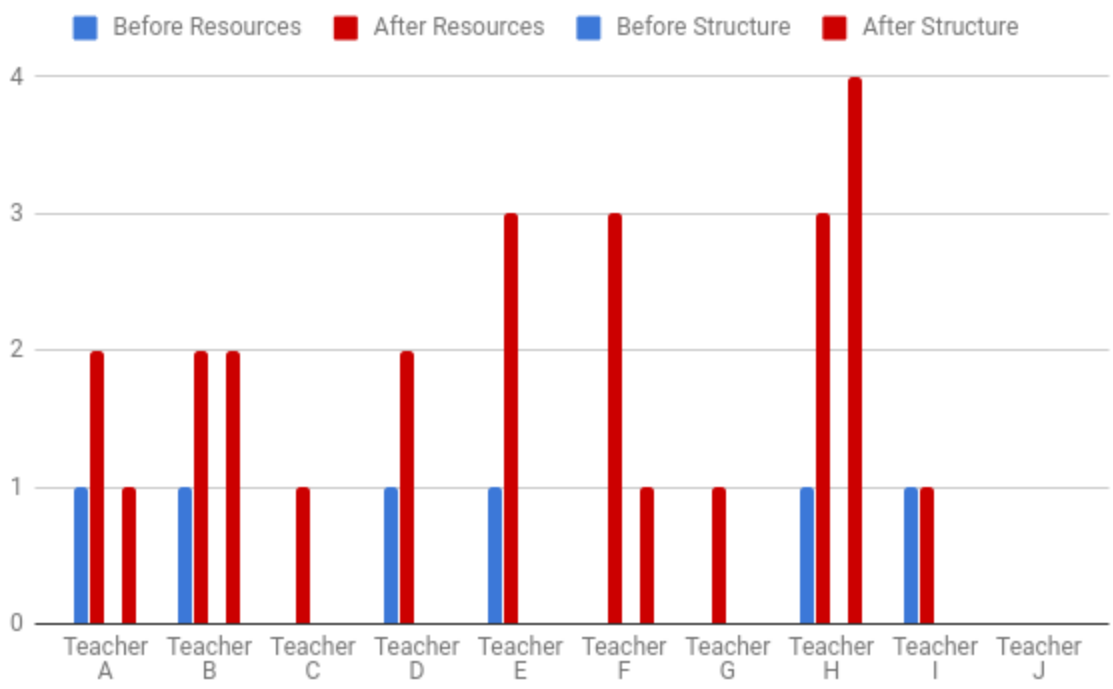

Figure 4. Intentionally planning transitions

The fifth and last area assessed was the planning of read alouds. In using curriculum resources, the researcher introduced teachers to a variety of developmentally appropriate practices used to plan read alouds. To score proficient (2), teachers needed to have evidence of 2 planned read alouds in the lesson plan. To score proficient (2) in the structure of the lesson plan, read alouds needed to have 2 components of the repeated read aloud structure. Figure 5 represents the data results.

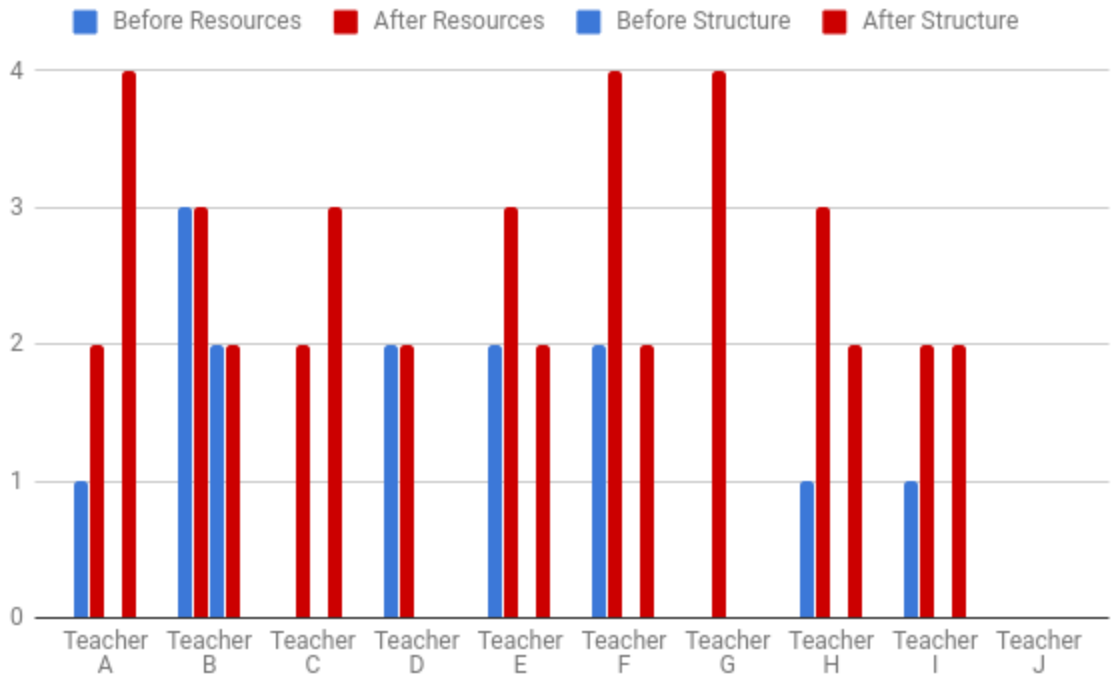

Figure 5. Intentionally planning read alouds

Discussion

Summary of Major Findings

The overall data of this action research shows an increase in intentionality when teachers are provided with the necessary resources and professional development to define the word in the early childhood setting. The teacher survey showed an overall growth of personal comfortability with intentional lesson planning. Before receiving the intentional planning resources and professional development, teachers rated themselves at an average of 5 in comfortability compared to an average of 8 after the intervention. In the comments portion of the survey, many teachers shared their appreciation for a visual model. Teachers wanted to see intentionality in action and discuss it. In planning specific content areas, teacher comfortability grew in each area

by two or more points on the survey. The most growth in teacher comfortability occurred in small group and centers.

The last two components of the survey also displayed an overall growth. The use of curriculum resources increased from an average answer of 7 before the intervention to an average of 9. The effective use of planning time also increased by 2 points, moving from an average of 5 to 7. Based on the teacher survey data, the resources and professional development impacted teacher feelings toward intentionality within lesson plans. One of the most frequent comments made in the survey was the structure of the resources and prep time helped them be most successful.

After evaluating teacher feelings, the researcher spent time looking at the concrete piece of intentionality: the lesson plan. The data showed overall improvement in both the representation of resources and structure components within the lesson plan. The greatest amount of growth with intentional planning occurred for centers and large groups. Teachers shared that the resources made the lesson planning more manageable. Because of the organization and access to evidence-based practices, teachers included more resources in their lesson plans.

Intentionality is the key to early childhood play being the best and most appropriate practice for student learning and growth, but without a clear understanding or definition of this intentional word, teachers miss the mark. They struggle to know the realistic implementation of "being intentional." With both an increase in the comfortability of teachers and the concrete data of lesson plans, this action research shows that teachers need concrete examples of how intentionality looks in their day-to-day. Time management, organization of resources, and community development play key roles in defining the intentional teacher.

Limitations of the Study

The greatest limitation of the study lies in the capacity of it. The amount of components taught and studied became vast in the data collection and analysis, as well as in the overall amount of growth seen in each area. If one section could have been determined the focus of the action research, quality and quantity of intentional lesson planning could have increased; therefore, having a greater impact on growth. Through analysis of lesson plan data, the rubric and criteria to be proficient in intentionally planning every area from before the intervention to after the intervention was extensive. Because of the extensiveness, teachers made a few improvements amongst all the areas, rather than focusing and mastering the improvement of both the resources and structure of just one area.

Another limitation of the study is the rubric for collecting the data of lesson plans. First, some of the criterion were not clearly enough defined to remove bias or rate of error. An increase in the number of people scoring the lesson plan rubrics would also lead to a decrease in bias.Two or more people could compare ratings could lead to more fidelity in defining an intentional lesson plan.

Teachers also shared their personal limitations with improving intentionality. The first, and most frequently stated, was the need for uninterrupted planning time. The majority of teachers use their rest time as their one and only planning time. Rather than leave the classroom, teachers stay in the classroom and become easily distracted with all the tasks on their plates. One major obstacle is student behavior during rest time. Many teachers shared the need for strategies to improve the quality of rest time in their classrooms so they can place more focus on planning. Another obstacle was prioritizing their planning time, enough to leave the classroom or refuse to

schedule other meetings so that planning becomes a scheduled, and even sacred, part of their routine. Due to the consistent interruption, meetings, and duties that can occur during their planning time, many teachers continued to do their lesson planning in the evenings and on the weekends, which led to a hurried plan, rather than a lesson plan completed with intentionality.

Further Study

Teachers expressed a great need to continue the work of defining intentionality in early childhood. The data from this action research shows the growth in intentionality when teachers have access to professional development, resources, and discussion. In an ideal study with more time, each component is a separate action research study: time management, knowledge of curriculum resources, structure of a lesson plan, an intentional lesson plan for small groups, an intentional lesson plan for centers, an intentional lesson plan for large group, an intentional lesson plan for read aloud, and an intentional lesson plan for transitions. Teachers would be given a year to devote to each component, with a very similar structure to this action research.

Because of the capacity of this action research plan, the researcher did not address other teacher responsibilities that need intentionality. Some of those responsibilities include taking data, analyzing data, and planning data. Data needs to drive instruction. After improving curriculum content knowledge and the structure of a lesson plan, teachers need training for the intentional use of data to determine the decisions made during the lesson planning process. Data also shows whether accommodations and modifications are necessary for students. Many of the early childhood teachers participating in this action research are early childhood special education classrooms. The teacher is responsible for both the general education and the special education, which means that teachers may need to accommodate for students who have a

disability. Teachers need to have a strong foundation of general education content so they can learn to plan for accommodations and modifications so all students can have access to curriculum. Along with intentionally planning using data and making accommodations or modifications, teachers have an abundance of other responsibilities in their day. Family involvement and communication, classroom team management, and cleaning are just a few others that require systems for intentionally planning. Teachers need time and training to improve their intentional planning of all these areas; therefore, they could all be included in a further study.

All nine teachers shared that their main difficulty and limitation with intentional planning is the interruptions that happen during their planning time; therefore, teachers need a process to prioritize planning. Some of these steps may include, but are not limited to providing teachers with accountability, emphasizing the importance of making planning time a sacred routine in their day, sharing resources and strategies to support teachers in teaching skills and expectations for rest time so that uninterrupted planning time can occur. All of these steps could be included in a yearlong training for time management. To say the least, the possibilities for further study are limitless.

Conclusion

Intentionality matters. All the research and results share that same belief. But the power lies in giving intentionality a definition; giving intentionality a meaning that allows teachers to take action and improve their daily practices. Research can no longer use the phrase, “be intentional” without giving teachers the reality of it in their classrooms. Based on this research and the teacher surveys, teachers share the same urgency and priority to understand the look of intentionality in their practice. One of the greatest results from this study is that teachers desire to

grow more in their knowledge of curriculum content. Many participants expressed that they want to continue to meet on their own time to have further discussions and learning about intentionality. The need to improve intentionality is great, and the results of both the surveys and the lesson plans display the evidence.

This action research shows that intentionality takes its form through the understanding of curriculum content and strategies, as well as the lesson plan structures that create for more intentionality. Teachers need to have a high understanding of evidence-based practices and applying those practices into their daily instruction. The resource binder provided an organized and easy-to-access place for teachers to both develop their understanding and improve their usage of evidence-based practices. Teachers also need to manage their time to insert both those evidence-based practices and the other structural components into their lesson plans so they can process every angle of the lesson, experience, or interaction. The prep planning tool provided an organized structure for teachers to intentionally process and plan. These processes are the power of intentionality in practice.

Through six weeks of professional development, teacher surveys showed an improvement in their comfortability with intentionality. By giving time for exploration, discussion, and modeling the resource binder and prep-planning tool, teachers became more knowledgeable and confident in their practices. Although there was growth in the use of preparation time, teachers shared that even more professional development time could be devoted to the management of time. Teachers need strategies to stay focused and organized. The researcher provided months of preparation and professional development to teachers, yet the teacher survey revealed that teachers need more, much more.

Within the professional development, teachers were given the opportunity to watch the researcher plan the specific component (small group, centers, large group, transitions, read alouds), using both their prep planning tool and resource binder. The researcher gave teachers many opportunities to share their own successes and failures so they could process and refine their own knowledge and intentional planning. The data from the lesson plans showed a great amount of growth in both the use of resources (evidence-based practices) and the structural components. But there is also an abundance of room for even more growth. After seeing the results and processing the limitations of this action research, the research needs to continue. The professional development needs to continue. Teachers deserve more time to process all of the content presented and more time to improve the quality of intentionality with each curriculum component. Research agrees. Teachers agree. Data agrees. Intentionality is powerful, and we need to continue defining it.

References

Biermeier, M. (2015). Preschool: Inspired by Reggio Emilia: Emergent curriculum in relationship-driven learning environments. *Yc Young Children, 70*(5), 72-79.

Boyd, M. (2012). Planning and Realigning a Lesson in Response to Student Contributions: Intentions and Decision Making. *The Elementary School Journal, 113*(1), 25-51. doi:10.1086/665817

Burke, K., & Burke-Samide, B. (2004). Required changes in the classroom environment: It's a matter of design. *The Clearing House, 77*(6), 236-239. Retrieved from http://ezproxy.nwciowa.edu/login?url=https://search-proquest-com.ezproxy.nwciowa.edu/docview/196864927?accountid=28306

Cheung, W. M., & Wong, W. Y. (2014). Does lesson study work? *International Journal for Lesson and Learning Studies, 3*(2), 137-149. Retrieved from http://ezproxy.nwciowa.edu/login?url=https://search-proquest-com.ezproxy.nwciowa.edu/docview/1536614415?accountid=28306

Cole, K. S., & Watson, D. (2013). Academic writing within an online learning environment: Assessing the impact of peer evaluation on lesson planning, execution & assessment. *Journal of International Education Research, 9*(2), 115-n/a. Retrieved from http://ezproxy.nwciowa.edu/login?url=https://search-proquest-com.ezproxy.nwciowa.edu/docview/1433387973?accountid=28306

Ding, M., & Carlson, M. (2013). Elementary Teachers' Learning to Construct High-Quality Mathematics Lesson Plans: A Use of the IES Recommendations. *The Elementary School Journal, 113*(3), 359-385. doi:10.1086/668505

Dennis, L. R., & Stockall, N. (2015). Using play to build the social competence of young

children with language delays: Practical guidelines for teachers. *Early Childhood Education Journal, 43*(1), 1-7 doi:http://dx.doi.org.ezproxy.nwciowa.edu/10.1007/s10643-014-0638-5

Dennis, S. E., & O'Connor, E. (2013). Reexamining quality in early childhood education: exploring the relationship between the organizational climate and the classroom. *Journal of Research in Childhood Education*, *27*(1), 74+. Retrieved from http://link.galegroup.com.ezproxy.nwciowa.edu/apps/doc/A316938544/PROF?u=nwcollege&sid=PROF&xid=82bd361f

Dodge, D., Heroman, C., Colker, L. J., & Bickart, T. S. (2010). *The creative curriculum: The foundation* (5th ed., Vol. 1). Washington, DC: Teaching Strategies.

Dunn, R., Craig, M., Favre, L., Markus, D., Pedota, P., Sookdeo, G., & Terry, B. (2010). No light at the end of tunnel vision: Steps for improving lesson plans.*The Clearing House, 83*(5), 194-206. Retrieved from http://ezproxy.nwciowa.edu/login?url=https://search-proquest-com.ezproxy.nwciowa.edu/docview/744358843?accountid=28306

Galan, C. (2013, August 27). Time management: Planning for the adventure. Retrieved October 8, 2018, from Edutopia website: https://www.edutopia.org/blog/time-management-planning-the-adventure-clara-galan

Kilgallon, P., & Maloney, C. (2003). Early childhood teachers' knowledge of teaching children with disabilities. *Australian Journal of Early Childhood*, *28*(4), 9+. Retrieved from http://link.galegroup.com.ezproxy.nwciowa.edu/apps/doc/A111933557/AONE?u=nwcollege&sid=AONE&xid=5860f363

Magee Koski, K. (2013). *Enhancing early childhood teachers' reflective practice* (Order No.

3588569). Available from Social Science Premium Collection. (1428371727). Retrieved from http://ezproxy.nwciowa.edu/login?url=https://search-proquest-com.ezproxy.nwciowa.edu/docview/1428371727?accountid=28306

Metcalfe, E. T. (2011). *The influence of lesson plans on student learning: A mixed methods study* (Order No. 3468672). Available from Social Science Premium Collection. (888457508). Retrieved from http://ezproxy.nwciowa.edu/login?url=https://search-proquest-com.ezproxy.nwciowa.edu/docview/888457508?accountid=28306

McDonald, P. (2018). Observing, planning, guiding: How an intentional teacher meets standards through play. *Young Children*, *73*(1). Retrieved from https://www.naeyc.org/resources/pubs/yc/mar2018/observing-planning-guiding

NAEYC (2004). *Why teacher quality matters and how we can improve it* (J. Tavlas,Contact). Retrieved September 24, 2018, from NAEYC website: https://naeyc.org/sites/default/files/globally shared/downloads/PDFs/our-work/public-policy advocacy/ Workforce%20 Handout%203%204% 2015.pdf

NAEYC (2018). What does a high-quality primary classroom look like? *Teaching Young Children.* https://www.naeyc.org/our-work/families/what-does-high-quality-primary-classroom-look

NAEYC & NAECS/SDE (National Association of Early Childhood Specialists in State Departments of Education). 2003. “Early Childhood Curriculum, Assessment, and Program Evaluation: Building an Effective, Accountable System in Programs for Children Birth through Age 8.” Joint position statement. www.naeyc.org/files/naeyc/file/positions/pscape.pdf.

Newton, Jodi, and Betty Winches. "How did they maximize learning for all those students?"

Reading Improvement, Summer 2018, p. 79+. *Educators Reference Complete*, http://link.galegroup.com.ezproxy.nwciowa.edu/apps/doc/A544511720/PROF?u=nwcollege&sid=PROF&xid=d4cf289e. Accessed 1 Sept. 2018.

Nieminen, S. & Sajaniemi, N. (2016). Mindful awareness in early childhood education. *South African Journal of Childhood Education (SAJCE), 6*(1) doi:http://dx.doi.org.ezproxy.nwciowa.edu/10.4102/sajce.v6i1.399

Panasuk, Regina M., and Jeffrey Todd. "Effectiveness of lesson planning: factor analysis." *Journal of Instructional Psychology*, vol. 32, no. 3, 2005, p. 215+. *General OneFile*, http://link.galegroup.com.ezproxy.nwciowa.edu/apps/doc/A137791002/ITOF?u=nwcollege&sid=ITOF&xid=d941f856. Accessed 1 Sept. 2018.

Panasuk, R. M., & Sullivan, M. M. (1998). Need for lesson analysis in effective lesson planning. *Education*, *118*(3), 330+. Retrieved from http://link.galegroup.com.ezproxy.nwciowa.edu/ apps/doc/ A20494595/PROF?u=nwcollege&sid=PROF&xid=1af2147e Positive behavior interventions and supports, positive behavior supports, and the pyramid model. (n.d.). Retrieved October 8, 2018, from The pyramid model consortium website: http://www.pyramidmodel.org/resource/positive-behavioral-interventions-supports-pbis-positive-behavior-support-pyramid-model/

Ramey, D. (2016, July). NAEYC. Retrieved September 24, 2018, from NAEYC website: https://www.naeyc.org/resources/pubs/yc/jul2016/21st-century-teaching-learning

Ramírez, E., Clemente, M., Recamán, A., Martín-domínguez, J., & Rodríguez, I. (2017). Planning

and doing in professional teaching practice. A study with early childhood education teachers working with ICT (3-6 years). *Early Childhood Education Journal, 45*(5), 713-725. doi:http://dx.doi.org.ezproxy.nwciowa.edu/10.1007/s10643-016-0806-x

Sahin-Taskin, C. (2017). Exploring pre-service teachers' perceptions of lesson planning in primary education. *Journal of Education and Practice, 8*(12), 57-63. Retrieved from http://ezproxy.nwciowa.edu/login?url=https://search-proquest-com.ezproxy.nwciowa.edu/docview/1913354084?accountid=28306

Schmidt, P. R., Gillen, S., Zollo, T. C., & Stone, R. (2002). Literacy learning and scientific inquiry: children respond: how do students with special needs in literacy learning respond to scientific inquiry? These students exhibited greater focus, more positive interactions, and a sustained interest. *The Reading Teacher*, *55*(6), 534+. Retrieved from http://link.galegroup.com.ezproxy.nwciowa.edu/apps/doc/A84143863/PROF?u=nwcollege&sid=PROF&xid=6fd19bd0

Strouse, L. H. (2003, November). Planning for success: the first year and beyond: planning before the school year begins can help you be more effective as you begin a new teaching job. *Music Educators Journal*, *90*(2), 28+. Retrieved from http://link.galegroup.com.ezproxy.nwciowa.edu/apps/doc/A110915444/PROF?u=nwcollege&sid=PROF&xid=e6534544

Stuber, G. M. (2007). Centering your classroom: Setting the stage for engaged learners. *Young Children*, *62*(4), 58-59. Retrieved from https://www.jstor.org/stable/pdf/42730048.pdf

Sun, J., Przybylski, R., & Johnson, B. J. (2016). A review of research on teachers' use of student data: From the perspective of school leadership. *Educational Assessment, Evaluation and Accountability*, *28*(1), 5-33. doi:http://dx.doi.org.ezproxy.nwciowa.edu/10.1007/s11092-016-92389

Takemae, N., Dobbins, N., & Kurtts, S. (2018, Spring). Preparation and Experiences for Implementation Teacher Candidates' Perceptions and Understanding of Universal Design for Learning. *Issues in Teacher Education*, *27*(1), 73+. Retrieved from http://link.galegroup.com.ezproxy.nwciowa.edu/apps/doc/A549154858/PROF?u=nwcollege&sid=PROF&xid=fcdeaed0

Trister-Dodge, D., Heroman, C., Colker, L. J., EdD, & Bickart, T. S. (2010). *The creative curriculum* (5th ed., Vol. 1). Washington D.C., US: Teaching Strategies.

Appendix A

prep planning. PERSONAL

CENTERS	Monday	Tuesday	Wednesday	Thursday	Friday
GOLD FOCUS	Language	Sci/Soc St/Art	Cognitive	Social Emotional	
SM GP READ ALOUD		Read Aloud	Read Aloud		Read Aloud
IEP				Data Collection Day	

	MONDAY	TUESDAY	WEDNESDAY*	THURSDAY	FRIDAY
GOLD DATA	Collect 5 GOLD notes	Collect 5 GOLD notes	Collect 5 GOLD notes	Collect 5 GOLD notes	Collect 5 GOLD notes
	Int Tchg Data	Int Tchg Data	Int Tchg Data	Int Tchg Data	Int Tchg Data
LESSON PLANS	Centers	Small Groups	Read Alouds	Large Groups	Prep
		Accomodate /Modify		Transitions	
MISCELLANEOUS	Enter IEP Data			IEP Team Meeting	

prep planning. PERSONAL

CENTERS	Monday	Tuesday	Wednesday	Thursday	Friday
GOLD Focus					

LESSON PREP	MONDAY	TUESDAY	WEDNESDAY*	THURSDAY	FRIDAY
GOLD DATA					
LESSON PLANS					
MISC.					

Appendix B

small groups.

SMALL GROUP PLANNING	
PLANNING	**RESOURCES**
INTRODUCTION OF NEW CENTER MATERIALS	**1.CENTER MATERIAL LISTS**
SKILLS-BASED SMALL GROUP	**1.ANALYZED IGDIS/GOLD DATA 2.GROUPING SHEETS**
INTEGRATED SMALL GROUP	**1.GROUPING SHEETS**
INTENTIONAL TEACHING CARDS	**1.INTENTIONAL TEACHING CARD LISTS**
MIGHTY MINUTES	**1.MIGHTY MINUTE RESOURCES**
READ ALOUD	**1.REPEATED READ ALOUD RESOURCE**
COOKING CLASS	**1.COOKING CLASS SKILLS LIST 2.INTENTIONAL TEACHING CARD LISTS 3.READ ALOUD-COOKING CLASS RESOURCE**
PINT-SIZE SCIENCE	**1.PINT-SIZE SCIENCE RESOURCES**
ADDITIONAL RESOURCES	

centers.

CENTERS PLANNING	
PLANNING	**RESOURCES**
BLOCKS	1.CENTER MATERIALS LIST
DRAMATIC PLAY	1.CENTER MATERIALS LIST
TOYS AND GAMES	1.CENTER MATERIALS LIST
ART	1.CENTER MATERIALS LIST
LIBRARY	1.CENTER MATERIALS LIST
DISCOVERY	1.CENTER MATERIALS LIST
SAND AND WATER	1.CENTER MATERIALS LIST
MUSIC	1.CENTER MATERIALS LIST
COOKING	1.CENTER MATERIALS LIST
TECHNOLOGY	1.CENTER MATERIALS LIST
LITERACY IN CENTERS	1.LITERACY IN CENTERS CURRICULUM RESOURCE 2. LITERACY IN CENTERS 3.TEACHERS ROLE
MATH IN CENTERS	1. MATH IN CENTERS 2.TEACHERS ROLE
SCIENCE/SOCIAL STUDIES/ART IN CENTERS	1. SCIENCE/SOCIAL STUDIES/ART IN CENTERS 2.TEACHERS ROLE
HOLIDAYS	HOLIDAYS IN CENTERS RESOURCE
ADDITIONAL RESOURCES	

large groups.

LARGE GROUP PLANNING	
PLANNING	**RESOURCES**
GREETING SONGS	**1.NAME GAMES AND SONGS RESOURCE**
MIGHTY MINUTES/GAMES	**1.MIGHTY MINUTE RESOURCE 2. MUSIC AND MOVEMENT: LITERACY SKILLS 3. MUSIC AND MOVEMENT: MATH SKILLS**
NURSERY RHYMES	**1.NURSERY RHYME EXTENSION RESOURCE**
MESSAGE BOARD	**1.MESSAGE BOARD RESOURCE**
SHARED/INTERACTIVE WRITING	**1.WRITING RESOURCE 2. FUNCTION OF PRINT LIST 3. FORMS OF PRINT LIST 4. CONVENTIONS OF PRINT LIST 5. ENGAGING CHILDREN WITH PRINT**
DISCUSSION	**1.LARGE GROUP RESOURCE**
SOCIAL SKILLS TRAINING	**1.SECOND STEP SKILLS LIST 2.PBIS SOCIAL SKILLS LIST**
ADDITIONAL RESOURCES	

read alouds.

READ ALOUD PLANNING	
PLANNING	**RESOURCES**
REPEATED READ ALOUD	**1.CURRICULUM REPEATED READ ALOUD 2.REPEATED READ ALOUD RESOURCE**
STRATEGIES	**1.LIST OF BOOK READING STRATEGIES 2.LITERACY COMPONENTS 3.ENGAGING CHILDREN WITH PRINT TABLES 4.EFFECTIVE WAYS TO READ ALOUD 5.KINDS OF QUESTIONS OR COMMENTS 6.HOLDING CHILDREN'S ATTENTION 7.INFORMATIONAL TEXT COMPONENTS**
BOOKS	**1.LIST OF GENRES 2.INTEREST AREAS BOOKS 3.LITERACY BOOKS 4.MATH BOOKS 5.SCIENCE/SOCIAL STUDIES/ART BOOKS**
ADDITIONAL RESOURCES	

transitions.

TRANSITION PLANNING	
PLANNING	**RESOURCES**
MIGHTY MINUTES	**1.MIGHTY MINUTE RESOURCES**
NURSERY RHYMES	**1.NURSERY RHYMES RESOURCE**
ADDITIONAL RESOURCES	

Appendix C

1. What is your comfort level/confidence with lesson planning?
2. How often do you use curriculum resources to plan your lesson plans?
3. How comfortable/confident are you when planning for small groups?
4. How comfortable/confident are you when planning for centers?
5. How comfortable/confident are you when planning for large groups?
6. How comfortable/confident are you when planning for transitions?
7. How comfortable/confident are you when planning for read-alouds?
8. Rate your effectiveness with using prep time.
9. What has been the most beneficial parts of the resource binder and trainings?
10. What are the factors that have made lesson planning difficult?

Appendix D

	0: No evidence	1	2: Proficient	3	4: Beyond
Large Group: Resources	Large groups do not have any evidence of DAP.	Large groups were planned by inserting a study.	Large groups have 1-3 DAP elements, from curriculum/binder.	Large groups have 4-5 DAP elements, from curriculum/binder.	Large groups have a wide variety (6+) of elements, from curriculum/binder.
Large Group: Structure	Large groups do not have a stated objective or any other structure components.		Large groups have a stated objective and 1 other element of the structure components.		Large groups have a stated objective and 2 other elements of the structure components.
Transitions: REsources	No evidence of DAP, curriculum.	Transitions were planned by inserting a study.	1-3 Transitions were planned, from curriculum/binder.	4-5 Transitions were planned, from curriculum/binder.	6 or more transitions were planned,, from curriculum/binder.
Transitions: Structure	No evidence of structure elements.		Transitions have a stated objective.		Transitions have a stated objective, as well as 1 or more other elements of the structure components.
Centers: Resources	No evidence of DAP, curriculum.	Centers were planned by inserting a study.	1 Center was planned for, from curriculum/binder.	2 Centers were planned for, from curriculum/binder.	3 or more Centers were planned for, rom curriculum/binder.
Centers: Structure	No evidence of structure elements.		Centers are introduced within a small group, with a stated objective.		Centers have a stated objective during play, as well as any other elements of the structure components.
Read Aloud: Resources	No evidence of DAP, curriculum.	Read alouds were planned by inserting a study.	2 Read alouds are planned.	2 Read alouds are planned, from different types of genres.	2 Read alouds are planned, from different types of genres and within a small group/center setting.
Read Aloud: Structure	No evidence of structure elements.		Read alouds have 1-2 components of the read aloud structure.		Read alouds have 3 or more components of the read aloud structure.
Small Group: DAP	Small groups do not have any evidence of DAP.	Small groups were planned by inserting a study.	Small groups have 1-3 DAP elements, from curriculum/binder.	Small groups have 4-5 DAP elements, from curriculum/binder.	Small groups have a wide variety (6+) of elements, from curriculum/binder.

Small Group: Resources	Small groups do not have a stated objective or any other structure components.		Small groups have a stated objective and 1 other element of the structure components.		Small groups have a stated objective and 2 other elements of the structure components.